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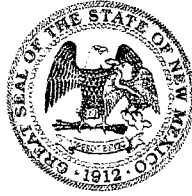
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May 12, 2008

MEMORANDUM

TO: Legislative Education Study Committee

FR: David Harrell 

RE: STAFF REPORT: TEACHER ASSESSMENT AND LICENSURE

During the 2007 interim, members of the Legislative Education Study Committee (LESC) raised questions about two aspects of teacher certification in New Mexico: the teacher assessments that candidates must pass and the state's policies and practices regarding licensure reciprocity. With the teacher assessments, the concern was that teacher candidates are not allowed to "bank" – or receive credit for – parts of the test that they passed during one testing session and then retake only those parts that they failed. Regarding the reciprocity issue, there was some concern that, in order to avoid the requirement of the professional development dossier (PDD) for advancement from one licensure level to the next, some New Mexico teachers are obtaining licensure in other states and then seeking reciprocity to teach in New Mexico.

To address both aspects of this issue, this staff report reviews pertinent sections of statute and rules of the Public Education Department (PED), describes the practices of the department and the experiences of selected school districts, and presents other information obtained from a variety of sources. For the assessment question in particular, the report illustrates that certain parts of the teacher assessment may be banked now but that other parts are not eligible for banking. For the reciprocity issue in particular, the report describes practices and experiences in New Mexico and finds little cause for concern.

NEW MEXICO TEACHER ASSESSMENTS

Purpose and Structure

According to PED and National Evaluation Systems/Pearson (NES/Pearson), the contractor for the assessments, the purpose of the New Mexico Teacher Assessments (NMTA) is “to help identify candidates for licensure who have demonstrated the level of knowledge and skills that is important in performing the job of an educator in New Mexico public schools.”

There are three major components of the NMTA:

- Assessment of Teacher Basic Skills, which is designed to measure fundamental communication and math skills that the state requires of classroom teachers and that are needed to complete a New Mexico educator preparation program;
- Assessment of Teacher Competency, which is designed to measure a candidate’s professional and pedagogical knowledge and skills at one of these three levels, depending upon the kind of license sought: early childhood, elementary, or secondary; and
- Content Knowledge Assessments, which is designed to measure the subject-matter knowledge and skills needed to teach effectively in New Mexico schools. The content knowledge assessments could take the form of middle or secondary level assessments in certain disciplines, foreign language assessments, or assessments in a number of other disciplines or fields.

Furthermore, each of the three main components consists of several sub-areas.

- The basic skills test has four sub-areas: Reading Comprehension, Foundations of Written Communication, Mathematics, and Written Communication-Composition.
- The competency test for elementary and secondary levels consists of three sub-areas: Student Development and Learning; Instruction, Assessment, and the Learning Environment; and Professional Environment. The competency test for early childhood also has three sub-areas: Child Development and Learning; Instruction, Assessment, and the Learning Environment; and Professional Environment.
- Likewise, the various content knowledge tests consist of sub-areas as well. Language Arts, for example, has five: Listening and Speaking, Writing, Reading, Language and Media, and Literature. Science has four: Scientific Inquiry and the History and Nature of Science, Life Science, Physical Science, and Earth and Space Science.

Finally, each of the sub-areas comprises a number of specific competencies. For example, Reading Comprehension, which is Sub-area 1 of the basic skills test, assesses these five competencies:

- Understand the main idea and supporting details in written material.
- Identify a writer's purpose, point of view, and intended meaning.
- Analyze the relationships among ideas in written material.
- Use critical reasoning skills to evaluate written material.
- Understand the meaning of words and phrases in context.

Passing Scores, Banking Scores

To obtain a teaching license, a candidate must pass all three main components of the NMTA. Two of them may be taken in one day and the third taken on a subsequent testing date. As provided in PED rule and NMTA guidelines, the passing score for each component is 240, out of a possible 300. Data compiled by NES/Pearson and provided by PED show a range of initial passing rates (for first-time takers) and of cumulative passing rates (for first-time takers and retakers) for the various tests since the inception of the NMTA in 1999. For example, during the period 1999 to 2007 the initial passing rate on the basic skills test is 89.4 percent; the cumulative rate, including those retaking the test, is 94.5 percent. Of the three forms of the teacher competency assessment – elementary, secondary, and early childhood – the lowest passing rates are on the early childhood test: 65.6 percent for the initial percentage and 76.7 percent for the cumulative. Among the content knowledge tests, language arts has one of the highest sets of initial and cumulative passing percentages – 96.8 and 98.2, respectively; mathematics has the lowest – 66.1 and 73.1, respectively. Attachment 1 illustrates these figures as well as figures for other selected tests.

For any of the three major components of the NMTA – basic skills, teacher competency, or content knowledge – a candidate may bank a passing score. For example, a candidate who scores at least 240 on the basic skills and content tests but below 240 on the competency test must retake only the competency test “at any subsequent test administration,” as explained in the PED guidelines. Not eligible for banking, however, are scores on the sub-areas within the three main components, which test-takers receive from the contractor for their own information, perhaps to use in preparing to retake a test.

As PED and the testing contractor explain, since its inception the NMTA program has required candidates to pass each of the three main tests in its entirety. Called the “fully compensatory scoring model,” this approach allows a candidate to pass a test even if he or she has weaknesses in particular sub-areas by compensating for those weaknesses with higher levels of performance in other sub-areas. For example, a candidate with poor

math skills could still pass the overall basic skills test through a strong performance in reading comprehension.

Issues

Providing separate passing scores for each of the sub-areas – called the “disjunctive scoring model” – would require not only a different approach to teacher assessment but also a substantial investment of time and resources. As the contractor explained to PED in a memorandum in May 2007:

To do this for any or all NMTA tests we would have to convene panels of New Mexico educators for each test field to participate in a passing score review meeting. For a four subarea test, these panels would participate in a complex process to set a passing score for each test subarea. These passing scores for each test subarea would then have to be approved by the Secretary of Education and applied to the scoring process. There would be significant expenses in revising the scoring and score reporting process, as scoring software and score report forms would need modification.

In this memorandum, the contractor also notes two other factors. For one, company-conducted research has found that separate sub-area scores increase the failure rate of “marginal” candidates because they are no longer able to compensate for a weakness in one area with a strength in another. The other factor is the correlation between test reliability and the number of test items. Unless each sub-area test contained as many questions as the main test does now (100 selected-response questions in the basic skills test, for example), the reliability for each sub-area test would be lower and “the public perception of NMTA technical quality” might suffer.

Another issue arose during the development and implementation of the three-tiered teacher licensure, evaluation, and salary system. According to PED’s former Assistant Secretary for Educator Quality, the department considered allowing the banking of sub-areas of the NMTA but decided against doing so in part because of likely complications in the logistics of test administration if increased numbers of teacher candidates were retaking increased numbers of tests.

These issues notwithstanding, PED is planning to form a task force in 2009 to review the NMTA and the scoring of its parts, in advance of the expiration of the current contract with NES/Pearson on June 30, 2011. Of the three main components of the NMTA, PED says, the basic skills assessment seems the most likely to lend itself to division into separate sub-area tests. If any change is made, however, it is unlikely to become effective until the current contract expires.

Policy Option

Given the relatively low passing percentage on the Assessment of Teacher Competency, Early Childhood, and considering the investment that the state has made in New Mexico

PreK and K-3 Plus, the committee may wish to consider asking PED, the Higher Education Department, the Children, Youth and Families Department, and early childhood teacher preparation programs (1) to examine the Assessment of Teacher Competency, Early Childhood, to determine whether it assesses the skills and knowledge that early childhood teachers need; and (2) to review the early childhood teacher preparation programs to determine whether they provide training in the skills and knowledge that early childhood teachers need.

LICENSURE RECIPROCITY

General Provisions

States enter into reciprocity agreements to ensure an adequate pool of candidates for a particular profession or field within a profession. Such agreements also serve as one state's recognition of and respect for the licensure standards of another. In New Mexico, both state law and PED rules prescribe conditions under which a teacher licensed in another state may also be licensed to teach in New Mexico through reciprocity. While the statutory provisions are more recent, the department rule on reciprocity seems to date from the late 1980s. In 2001 and 2002, when the state was facing a serious teacher shortage, the former State Board of Education approved amendments to the agency rule "to remove unnecessary barriers for persons from other states seeking to teach in New Mexico" and to "simplify the licensure reciprocity process for teachers holding out-of-state licenses."

As early as April 2004, PED identified reciprocity as an issue that would need to be addressed in the near future in terms of the three-tiered teacher licensure, evaluation, and salary system. As indicated in an LESC staff brief providing an update on the three-tiered system (April 19, 2004), PED had some concerns about the relationship between the licensure reciprocity rule and the three-tiered system, particularly in terms of a teacher's years of experience in another state or country, the application of the professional development dossier (PDD) to out-of-state teachers, and those teachers' inclusion in the local annual evaluation system. A particular concern, according to PED's former Assistant Secretary for Educator Quality, was the proper alignment of an out-of-state teacher's credentials with the licensure and salary level in New Mexico's three-tiered system. At the time, PED considered but ultimately rejected requiring teachers licensed in other states to complete a PDD for a Level 2 or Level 3A license, in part because it seemed to contradict the recognition of another state's teaching license and in part because it seemed to create a disincentive to recruitment.

Also as early as 2004, according to the former Assistant Secretary, there was some concern about PDD avoidance, but it was mitigated by the fact that, to obtain a license in another state, a teacher candidate must satisfy that state's requirements in terms of academic achievement, test scores, and years of experience – requirements that would tend to discourage a potential New Mexico teacher from seeking licensure elsewhere merely to avoid the PDD.

At any rate, reciprocity is one of four means by which one may obtain a teaching license in New Mexico. The others are completing an approved teacher preparation program, earning a certificate from the National Board for Professional Teaching Standards, and meeting the requirements for an alternative license. Moreover, like 45 other states (all but Alaska, Illinois, Iowa, and Minnesota), New Mexico has signed the Interstate Agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC). Although the agreement does not mean that a teacher licensed in one of the participating states will automatically be licensed in another, the agreement does facilitate the movement of educators among the states. New Mexico has also signed the NASDTEC Interstate Agreement regarding school administrators, in this case one of 31 states to do so.

Finally, New Mexico's reciprocity provisions are considered "limited" in that they apply only to licenses for teachers and school administrators, not counselors, social workers, coaches, ancillary personnel, or any other category of licensed school employee.

Statutory and Regulatory Provisions

Enacted as part of the public school reform legislation in 2003, the principal statute in the *School Personnel Act* governing reciprocity provides as follows:

A teacher or school principal licensed in another state may be granted a level two or level three license if he has teaching experience, demonstrates the required competencies and meets other requirements and qualifications for the license for which he applies, including clearance of the required background check. The local superintendent may require a mentorship period for the licensee if he deems it necessary. A teacher who holds an out-of-state license may apply for a lower level license if he does not meet the requirements for the higher level.

Reciprocity is a factor in other sections of the *School Personnel Act* as well.

- The section that enumerates the educational requirements for licensure – that is, the number of credit hours in specific subjects – applies to persons seeking either licensure through New Mexico or reciprocity. This same section also grants PED the authority to establish or accept equivalent requirements "for purposes of reciprocal licensure or minimum requirements for alternative licensure." (See Attachment 2 for the full text of this section.)
- The section that prescribes the conditions for a Level 2 license explicitly mentions reciprocity as an option: "The department shall issue a level two license to an applicant who successfully completes the level one license or is granted reciprocity as provided by department rules." However, the corresponding sections about Level 1 and Level 3A make no mention of reciprocity. Nonetheless, the reciprocity section cited above seems to cover both levels: Level 3 explicitly and Level 1 implicitly.

The PED rule “Licensure Reciprocity” specifies the requirements for a reciprocal license at each of the four levels: 1, 2, 3A, and 3B. Requirements common to all levels include the following:

- a degree (bachelor’s or master’s, depending upon the licensure level) from an accredited or PED-approved postsecondary educational institution;
- a current valid teaching license from another state, a Department of Defense school, or foreign country that is comparable to the New Mexico license being sought;
- completion of a standard or alternative teacher preparation program (or administrator preparation program) accepted by PED;
- copies of test scores for exams that were required to receive the license that the applicant already holds;
- evidence of a certain amount of teaching experience (years vary according to the level of license sought); and
- a clear fingerprint-based background check.

See Attachment 3, the PED rule in full, for additional requirements at specific levels.

The rule also alerts applicants that, except for those who have earned a certificate from the National Board for Professional Teaching Standards, merely holding a valid license or endorsement from another state does not entitle a person to a license or endorsement from New Mexico. Consistent with state law, the rule further advises that the recipient of a reciprocal license may be required to participate in a district mentorship program.

Finally, in addition to the agency rules, PED provides guidance on its website relating to reciprocal licenses. One example is the following query and response from “Frequently Asked Questions About Licensure”:

I am reciprocating a license. What level of teaching license will I receive?

If you provide test scores and/or less than 3 years of teaching experience, you will receive a level 1 license (base salary \$30,000).

If you provide 3-5 years of teaching experience, you will receive a level 2 license (base salary \$40,000).

If you provide 6 or more years of experience and a master’s degree, you will receive a level 3A license (base salary \$50,000).

New Mexico's Experience with Licensure Reciprocity

The Professional Licensure Bureau at PED reports that it receives on average 10 to 15 applications for reciprocity each day; and it approves all but approximately five to 10 percent of those applications. To ensure consistency, a single employee reviews reciprocity requests, matching each applicant's credentials – current license in another state, verification of employment experience, completion of a teacher preparation program, college transcripts, and test scores from the other state (the New Mexico Teacher Assessments are generally not required) – with the most appropriate licensure level in New Mexico. While requests may come from any state, the most frequent source states, according to PED, seem to be Texas, California, Arizona, and Florida, followed by states in the Midwest and the East.

Since 2003, the year that the three-tiered licensure system was enacted, PED has granted more than 5,000 teaching licenses (levels 1, 2, and 3A combined) and more than 350 Level 3B administrative licenses through reciprocity. The Licensure Bureau cautions, however, that these figures “are not definitive” because they depend upon licensure consultants having noted in the database that the license was granted under reciprocity. At any rate, the first figure – 5,000 – represents approximately 30.5 percent of all teaching licenses issued during that period; and the second – 350 – represents approximately 35.5 percent of all administrative licenses issued during that period. Attachment 4 shows the number and category of licenses issued through reciprocity at each level from 2003 through 2007 (figures from 2008 excluded). Attachment 5 provides a graphic summary of the changes at each level for each of those years.

As Attachment 5 shows, the greatest interest among teachers from other states has been in Level 2 and Level 3A licenses. That is, the number of Level 1 and Level 3B licenses has remained relatively stable when compared to the number of other licenses issued through reciprocity. Moreover, with both Level 2 and Level 3A, the greatest increase was in 2004, the year when the three-tiered system was implemented: the number of Level 2 licenses increased from 256 in 2003 to 403 in 2004; and Level 3A licenses increased from 136 to 322. Another notable increase occurred at each of those levels during the year that the full minimum salary for each level went into effect: 2005 for Level 2 and 2007 for Level 3A. Although these recipients of licensure through reciprocity are not necessarily employed in New Mexico's public schools, the activity plotted by this graph suggests that word of the three-tiered system had spread to other states as early as 2004 and that the minimum salaries have attracted more out-of-state interest. As one district superintendent observed, the three-tiered system has made New Mexico more competitive with other states in recruiting teachers.

According to LESC staff telephone queries to superintendents and personnel or human resource officials at 20 school districts – most of them along one of New Mexico's borders – districts' experiences with teachers licensed through reciprocity have been positive. For one thing, most districts find that the reciprocal licensing process works smoothly and that PED staff provide good support and assistance. For another thing, they find virtually no difference in the effectiveness or longevity of those teachers compared

to teachers licensed in New Mexico. Yet another point that several districts raised is that, in addition to filling a staffing need, teachers licensed and then employed through reciprocity typically bring many years of experience, fresh perspectives, and additional or greater levels of training. (See Attachment 6 for a list of the school districts contacted.)

One point to emerge from staff inquiries with school districts is that, while teachers licensed through reciprocity constitute a substantial percentage of all licensed teachers in New Mexico (as noted above), they seem to represent a small percentage of teachers actually employed at school districts. The highest percentage in any of the districts contacted is approximately 20 percent at Clayton Municipal Schools, but none of the other districts estimate a percentage of more than 10. For example, Clovis Municipal Schools estimates 8.0 to 10 percent, at most; Las Cruces Public Schools estimates approximately 1.0 percent; and several districts, usually smaller ones, employ only one or two teachers licensed through reciprocity – or none at all. This ratio is probably not surprising, however, given that the number of people licensed to teach in New Mexico – 46,788, according to PED – far exceeds the number actually employed as teachers in public schools – approximately 24,000.

In addition to teachers from other states who receive reciprocal licenses, several districts have employed teachers from other countries who have received New Mexico licenses through reciprocity. Since 2003, Educational and Professional Resources, an American company based in Denver that helps foreign teachers obtain jobs in US public schools, has placed more than 100 international teachers in eight school districts in New Mexico – Albuquerque Public Schools, Central Consolidated Schools, Cuba Independent Schools, Española Public Schools, Gallup-McKinley County Public Schools, Grants-Cibola County Schools, Peñasco Independent Schools, and Springer Municipal Schools – with plans to expand the program to Alamogordo Public Schools, Belen Consolidated Schools, and Deming Public Schools. Most of these teachers are from the Philippines although others have come from Canada, China, Columbia, Mexico, and Russia, among other countries.

To qualify, these teachers must be licensed in their home countries, and their applications are subject to the same PED review as those from teachers in the United States. In addition, those teachers recruited by Educational and Professional Resources are further screened by the FBI and by the American embassy in their home countries; and their credentials must meet the standards of a foreign credential evaluation service affiliated with the National Association of Credential Evaluation Services. In general, school districts in New Mexico contacted by LESC staff express the same level of satisfaction with these international teachers as with those from other states.

In addition, school districts sometimes do their own international recruiting. The board of Taos Municipal Schools, for example, voted recently to send a representative to Spain; and Carlsbad Municipal Schools is working with the Spanish Embassy to recruit a teacher. At the state level, PED has a memorandum of understanding with the consulates of Mexico and Spain for the purpose of having teachers from those countries come to New Mexico to teach bilingual classes.

Finally, as for the concern that prompted this inquiry – that teachers are seeking licensure in other states to avoid the PDD – there seem to be very few instances of this practice. The PED does not collect such data, but the department suspects the incidence to be quite low – as does PED’s former Assistant Secretary for Educator Quality. Among the school districts contacted, only two had any knowledge or experience, either direct or indirect, with that practice. In one, the personnel coordinator had noted some “grousing” along those lines but was unaware of anyone actually seeking licensure in another state to avoid the PDD. The other case involves two teachers who live on the border with Arizona. They are seeking licensure in Arizona, but they have not decided whether to apply for positions in that state or in New Mexico. On the other hand, two other districts said that the three-tiered system has made New Mexico more competitive with other states and more attractive to teachers in other states, particularly in terms of salary, professional development, and opportunities for advancement.

NEW MEXICO TEACHER ASSESSMENTS

STATEWIDE PASSING RATES ON SELECTED TESTS

1999-2007

TEST	INITIAL PERCENTAGE PASSING	CUMULATIVE PERCENTAGE PASSING
Basic Skills	89.4	94.5
Teacher Competency, Elementary	90.6	95.2
Teacher Competency, Secondary	84.0	91.3
Teacher Competency, Early Childhood	65.6	76.7
Content Knowledge, Language Arts	96.8	98.2
Content Knowledge, Reading	86.7	89.5
Content Knowledge, Mathematics	66.1	73.1
Content Knowledge, Science	74.0	82.5
Content Knowledge, History, Geography, Economics, Civics, Government	76.8	82.7
Content Knowledge, Physical Education	91.3	92.2

SOURCE: NES/Pearson and PED, compiled by LESC, May 2008

22-10A-6. Educational requirements for licensure.

A. The state board [department] shall require a person seeking licensure or reciprocity in elementary or secondary education to have completed the following minimum requirements in the college of arts and sciences:

- (1) twelve hours in English;
- (2) twelve hours in history, including American history and western civilization;
- (3) six hours in mathematics;
- (4) six hours in government, economics or sociology;
- (5) twelve hours in science, including biology, chemistry, physics, geology, zoology and botany; and
- (6) six hours in fine arts.

B. In addition to the requirements specified in Subsections A and C of this section, the state board [department] shall require that a person seeking standard or alternative elementary licensure shall have completed six hours of reading courses, and a person seeking standard or alternative secondary licensure shall have completed three hours of reading courses in subject matter content. The state board shall establish requirements that provide a reasonable period of time to comply with the provisions of this subsection.

C. Except for licensure by reciprocity, the state board [department] shall require, prior to initial licensure, no less than fourteen weeks of student teaching, a portion of which shall occur in the first thirty credit hours taken in the college of education and shall be under the direct supervision of a teacher and a portion of which shall occur in the student's senior year with the student teacher being directly responsible for the classroom.

D. Nothing in this section shall preclude the state board [department] from establishing or accepting equivalent requirements for purposes of reciprocal licensure or minimum requirements for alternative licensure.

E. Vocational teacher preparatory programs may be exempt from Subsections A through C of this section upon a determination by the state board [department] that other licensure requirements are more appropriate for vocational teacher preparatory programs.

History: 1978 Comp., § 22-2-8.7, enacted by Laws 1986, ch. 33, § 8; 1987, ch. 225, § 1; 2001, ch. 255, § 1; 2001, ch. 261, § 1; recompiled and amended as 1978 Comp., § 22-10A-6 by Laws 2003, ch. 153, § 37.

Cross references. — For student achievement, see 22-2C-1 NMSA 1978 et seq.

For transfer of powers and duties of former state board of education, see 9-24-15 NMSA 1978.

Compiler's notes. — This section was compiled as Section 22-2-8.7 NMSA 1978 at the time of the enactment of Laws 2003, Chapter 143, Section 2.

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2001 amendments. — Laws 2001, ch. 261, § 1, effective June 15, 2001, added Subsection B and redesignated the remaining subsections accordingly; substituted "Subsections A and C" for "Subsections A and B" in Subsection E; and substituted "Subsections A through C" for "Subsections A and B" in Subsection F.

This section was also amended by Laws 2001, ch. 255, § 1. Pursuant to 12-1-8 NMSA 1978, this section is set out as amended by Laws 2001, ch. 261, §1.

The 2003 amendment, Effective April 4, 2003, recompiled former 22-2-8.7 NMSA 1978 as present 22-10A-6 NMSA 1978 and substituted "Educational requirements for licensure" for "Certification requirements" in the section heading; substituted "licensure or reciprocity" for "certification" following "person seeking" near the beginning of Subsection A; in Subsection B substituted "licensure" for "certification" twice in the first sentence, and inserted "The state board shall establish requirements that provide a reasonable period of time to comply with the provisions of this subsection." at the end; in Subsection C inserted "Except for licensure by reciprocity," at the beginning, substituted "initial licensure" for "certification" following "prior to" near the beginning, and substituted "teacher" for "certified school instructor" following "supervision of a" near the middle; substituted "licensure" for "certification" twice in Subsection D; deleted former Subsection E and redesignated former Subsection F as present Subsection E; and substituted "licensure" for "certification" following "that other" near the middle of present Subsection E.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 60 SCHOOL PERSONNEL - GENERAL PROVISIONS
PART 4 LICENSURE RECIPROCITY

6.60.4.1 ISSUING AGENCY: Public Education Department (PED)
 [6.60.4.1 NMAC - Rp 6 NMAC 4.2.2.3.1, 07-01-01; A, 10-14-04]

6.60.4.2 SCOPE: All persons who possess a minimum of a baccalaureate degree, have completed their education preparation programs at educational institutions outside the state or hold a valid out-of-state license, and are now seeking a teaching or administrative license or an endorsement from the PED.
 [6.60.4.2 NMAC - Rp 6 NMAC 4.2.2.3.2, 07-01-01; A, 10-14-04; A, 10-31-07]

6.60.4.3 STATUTORY AUTHORITY: Sections 22-10A-12, 22-10A-6 (C) (D), and 22-10A-12 NMSA 1978.
 [6.60.4.3 NMAC - Rp 6 NMAC 4.2.2.3.3, 07-01-01; A, 10-14-04]

6.60.4.4 DURATION: Permanent
 [6.60.4.4 NMAC - Rp 6 NMAC 4.2.2.3.4, 07-01-01]

6.60.4.5 EFFECTIVE DATE: July 1, 2001, unless a later date is specified at the end of a section.
 [6.60.4.5 NMAC - Rp 6 NMAC 4.2.2.3.5, 07-01-01]

6.60.4.6 OBJECTIVE: This rule governs the requirements for providing limited reciprocity to obtain teaching or administrative licensure, or licensure endorsement, for those persons having completed their education preparation programs at educational institutions outside the state or holding valid out-of-state licensure.
 [6.60.4.6 NMAC - Rp 6 NMAC 4.2.2.3.6, 07-01-01; A, 10-31-07]

6.60.4.7 DEFINITIONS:

A. "Core academic subjects" means English, language arts, reading, mathematics, science, modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes and pueblos, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography.

B. "Academic major," under this rule, means twenty-four (24) to thirty-six (36) semester hours in a core academic subject area, twelve hours of which must be upper division for secondary 7-12, middle level 5-9, and pre-K-12 specialty area licenses.

C. "Full school year" means a minimum of 160 instructional days in a school year or 480 instructional days or equivalent number of days in schools or school districts on alternative schedules over multiple school years of full-time or part-time teaching during which the teacher is the teacher of record in at least one class each school year while holding a standard teaching license. Instructional days may include teaching in summer school or similar educational setting.
 [6.60.4.7 NMAC - N, 10-14-04; A, 10-31-07]

6.60.4.8 REQUIREMENTS:

A. Persons seeking a reciprocal level 1 license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-12, or grade pre K-12 specialty area, or grade pre K-12 blind and visually impaired, through reciprocity, shall meet the following requirements:

- (1) hold a bachelor's degree or higher degree from a regionally accredited or (PED) approved college or university; and
- (2) hold and provide a copy of at least one current valid teaching license issued by a state education agency or department of defense dependent schools or foreign country that is comparable to the license they are seeking; and
- (3) have completed a standard or alternative teacher preparation program accepted by the PED; and
- (4) provide copies of test scores for exams required to receive the license; and
- (5) if applying for:
 - (a) early childhood birth-grade 3 or k-8 elementary licensure, provide evidence of having passed a content knowledge or professional knowledge test on the basic early childhood or elementary school curriculum and on any additional core academic endorsement areas or have completed 24 lower or upper division credit hours across the elementary education core academic subjects of language arts, social studies, mathematics, and science with at least six credit hours in each core area;
 - (b) secondary or secondary vocational and technical 7-12, middle level 5-9, or grades pre K-12 specialty area licensure in the core academic areas, provide evidence of having passed a content knowledge test in each of the core academic subjects in which the applicant seeks licensure or having completed an academic major, a graduate degree, or coursework equivalent to an academic major in each of the core academic subjects in which the applicant seeks licensure;
 - (c) licensure in non-core academic subjects, special education pre K-12, or blind and visually impaired

pre K-12 licensure, have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their out of state license or licenses or have passed the applicable New Mexico teacher assessment ("NMTA") and

(6) have, on a form acceptable to the professional licensure bureau ("PLB") of the PED, provided evidence of having satisfactorily taught under their out of state licenses; or combination of valid licenses for fewer than three full school years; and

(7) submit to and satisfactorily clear a fingerprint-based background check pursuant to Section 22-10A-5, NMSA 1978.

B. Persons seeking a level 2 license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-12, or grade preK-12 specialty area, or grade pre K-12 blind and visually impaired, through reciprocity, shall meet the following requirements:

(1) hold a bachelor's degree or higher degree from a regionally accredited or state approved college or university; and either

(2) hold a valid certificate issued by the national board for professional teaching standards; or

(3) hold and provide a copy of a valid teaching license or licenses issued by a state education agency or department of defense dependent schools or foreign country that is comparable to the license they are seeking; and

(4) have completed a standard or alternative teacher preparation program accepted by the PED; and

(5) have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their out of state license for at least three full school years at any time preceding their application for licensure; and

(6) provide copies of test scores for exams required to receive the license and have the credit hours or passed test for endorsement areas; and

(7) submit to and satisfactorily clear a fingerprint-based background check pursuant to Section 22-10-3.3, NMSA 1978.

C. Persons seeking a level 3-A license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-12 or grade pre K-12 specialty area, or grade pre K-12 blind and visually impaired, through reciprocity, shall meet the following requirements:

(1) hold a master's degree or higher from a regionally accredited or state approved college or university; or

(2) hold a valid certificate issued by the national board for professional teaching standards; and

(3) hold and provide a copy of a valid teaching license or licenses issued by a state education agency or department of defense dependent schools or foreign country that is comparable to the license they are seeking; and

(4) have completed a standard or alternative teacher preparation program accepted by the PED and

(5) have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their out of state license or licenses for at least six full school years at any time preceding their application for licensure; and

(6) provide copies of test scores for exams required to receive the license and have completed the credit hours or passed the test for the endorsement areas; and

(7) submit to and satisfactorily clear a fingerprint-based background check pursuant to section 22-10A-5, NMSA 1978.

D. A teacher who is granted level 3-A licensure under this rule who does not demonstrate competency at level 3-A indicators in Subsection D of 6.69.4.12 NMAC for a given school year may have the license suspended under Subsection F of 6.69.4.10 NMAC.

E. Persons seeking reciprocal administrative licensure shall meet the following requirements:

(1) hold a master's degree or higher degree from a regionally accredited or PED approved college or university; and

(2) hold a valid administrator's license or licenses issued by a state education agency or department of defense dependent schools or foreign country;

(3) have completed a regionally accredited college or university education administrator preparation program accepted by the PED;

(4) hold and provide a copy of a valid teaching license or licenses issued by a state education agency; department of defense dependent schools or foreign country;

(5) provide on a form acceptable to the PED, evidence of having satisfactorily worked under their out of state teaching or administrative license or licenses for at least seven full years at any time preceding their application for New Mexico licensure in education administration.

F. Persons holding a valid education administration license from another state or department of defense dependent schools or foreign country who are seeking reciprocal education administration licensure in New Mexico shall be exempt from satisfying the requirements of Paragraph (5) of Subsection E of 6.60.4.8 NMAC above, provided that they began their administrator preparation program prior to April 4, 2003.

[6.60.4.8 NMAC - Rp 6 NMAC 4.2.2.3.8, 07-01-01; A, 06-01-02; A, 08-30-02; A, 10-14-04; A, 10-31-07]

6.60.4.9 LICENSURE ENDORSEMENTS: Persons seeking to add an endorsement on the basis of regionally accredited college coursework, passage of a content test or showing the endorsement on an out-of-state license shall meet the following requirements:

A. hold the underlying license required for that endorsement; and

B. provide the out-of state documentation supporting their having satisfied the endorsement-appropriate PED requirements for the requested endorsement; and

C. if they are also seeking level 1, level 2, or level 3 reciprocal licensure under this rule, meet the requirements of either Subsections A, B or C of Section 8 of 6.60.4 NMAC above for the respective level of licensure sought. [6.60.4.9 NMAC - N, 07-01-01; A, 10-14-04; A, 10-31-07]

6.60.4.10 BURDEN OF PROOF ON SUBMISSIONS: Consistent with the criteria enumerated above, it shall be the burden of the individual seeking the reciprocal licensure or licensure endorsement to provide supporting documentation to the PED. Individuals would have one calendar year after application receipt date in the licensure bureau to provide the documentation to have the level of license changed. After that time, the person would need to reapply and provide all proper documentation.

[6.60.4.10 NMAC - N, 07-01-01; A, 10-14-04; A, 10-31-07]

6.60.4.11 [Reserved]

[6.60.4.11 NMAC - N, 07-01-01; Repealed, 10-14-04]

6.60.4.12 IMPLEMENTATION: Persons who meet the requirements in this rule may obtain a license at a level established by the PED unless otherwise barred by statute or PED rule. The PED may issue new licenses to persons impacted by amendments in this rule with the same beginning effective dates as their original licenses. Out of state licenses that are expired will only be considered in determining a person's eligibility to receive licensure or licensure endorsement under this rule if the person has provided at least one currently valid license. Except for a certificate issued by the national board for professional teaching standards, the fact that a person seeking reciprocal licensure holds a valid out of state license or endorsement shall not in itself entitle that person to any presumption regarding the issuance of a PED license or endorsement. Nothing in this rule shall prevent a local superintendent from establishing a policy requiring a person who receives reciprocal licensure to participate in a mentorship program.

[6.60.4.12 NMAC - Rp 6 NMAC 4.2.2.3.9, 07-01-01; A, 10-14-04; A, 10-31-07]

6.60.4.13 FOREIGN COUNTRY LICENSURE RECIPROCITY:

A. Foreign country teachers seeking a reciprocal level 1 license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-2, or grade pre K-12 specialty area, or grade pre K-12 blind and visually impaired who are licensed or hold authorization to teach in a country outside of the United States of America here after referred to as United States shall meet the following requirements:

(1) hold a bachelor's degree from a United States regionally accredited college or university or an equivalent to a bachelor's degree from another country as verified by an official translation and evaluation from a PED accepted agency as posted on www.ped.state.nm.us; and,

(2) hold and provide a copy of a valid teaching license or authorization to teach in another country or countries that is comparable to the New Mexico license they are seeking; and,

(3) have completed a standard or alternative college or university teacher preparation program accepted by the PED; and,

(4) if applying for:

(a) early childhood birth-grade 3 or k-8 elementary licensure, have passed the applicable New Mexico teacher assessments ("NMTA") or other teacher competency test(s) satisfying requirements for teacher licensure in another state or country, or have completed 24 lower or upper division credit hours across the elementary education core academic subjects of language arts, social studies, mathematics, and science with at least six credit hours in each core area;

(b) secondary or secondary vocational technical 7-12, middle level 5-9, and grades pre K-12 specialty area licensure in the core academic areas, provide evidence of having completed an academic major, a graduate degree, or coursework equivalent to an academic major in each of the core academic subjects in which the applicant seeks licensure, or having passed the applicable New Mexico teacher assessments ("NMTA") or other teacher competency test(s) satisfying requirements for teacher licensure in another state or country;

(c) licensure in non-core academic subjects, special education pre K-12, or blind and visually impaired pre K-12 licensure, have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their foreign country licensure or authorization, or have passed the applicable New Mexico teacher assessments ("NMTA") or other teacher competency test(s) satisfying requirements for teacher licensure in another state or country; and,

(5) have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their out of country license(s) or authorization(s) for fewer than three full school years at any time preceding their application for licensure; and

(6) submit to and satisfactorily clear a fingerprint-based background check pursuant to Section 22-10A-5, NMSA 1978 or provide proof of a criminal history background clearance from their country of residence.

B. Persons seeking a level 2 license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-12, or grade pre K-12 specialty area, or grade pre K-12 blind and visually impaired, through reciprocity, shall meet the following requirements:

- (1) hold a bachelor's degree or equivalent from a college or university, which if located in the United States must be regionally accredited; and either
- (2) hold a valid certificate issued by the national board for professional teaching standards; or
- (3) hold and provide a copy of a valid teaching license or authorization to teach in another country or countries that is comparable to the New Mexico license they are seeking; and
- (4) provide a valid translation and evaluation of transcripts and other documentation from outside of the United States; and
- (5) have completed a standard or alternative college or university teacher preparation program accepted by the PED; and
- (6) meet the requirements of Paragraph (4) of Subsection A of 6.60.4.13, NMAC; and
- (7) submit to and satisfactorily clear a fingerprint-based background check pursuant to section 22-10A-5, NMSA 1978 or provide proof of a criminal history background clearance from their country of residence.

C. Persons seeking a level 3 license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-12, or grade pre K-12 specialty area, or pre K-12 blind and visually impaired, through reciprocity, shall meet the following requirements:

- (1) hold a master's degree or higher degree or equivalent from a college or university, which if located in the United States must be regionally accredited; and either
- (2) hold a valid certificate issued by the national board for professional teaching standards; or
- (3) hold and provide a copy of a valid teaching license or authorization to teach in another country or countries that is comparable to the New Mexico license they are seeking; and
- (4) have completed a standard or alternative college or university teacher preparation program accepted by the PED; and
- (6) provide a valid translation of transcripts and other documentation; and
- (6) meet the requirements of Paragraphs (4) and (5) of Subsection A of 6.60.4.13 NMAC; and
- (7) have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their out of country license or authorization for at least six full school years at any time preceding their application for licensure and
- (8) submit to and satisfactorily clear a fingerprint-based background check pursuant to section 22-10A-5, NMSA 1978 or provide proof of a criminal history background clearance from their country of residence.

D. A teacher who is granted level 3-A licensure under this rule who does not demonstrate competency at level 3-A indicators of Subsection D of 6.69.4.12 for a given school year may have the license suspended under Subsection F of 6.69.4.10 NMAC.

[6.60.4.13 NMAC - N, 06-01-02; A, 08-15-03; A, 10-14-04; A, 10-31-07]

HISTORY OF 6.60.4 NMAC:

Pre-NMAC History: Material in this part was derived from that previously filed with the Commission of Public Records - State Records Center and Archives:

SBE Regulation 86-3, New Mexico Licensure Requirements Governing Persons Having Completed Their Education Preparation Programs At Educational Institutions Outside The State Of New Mexico, 7-14-86

History of Repealed Material:

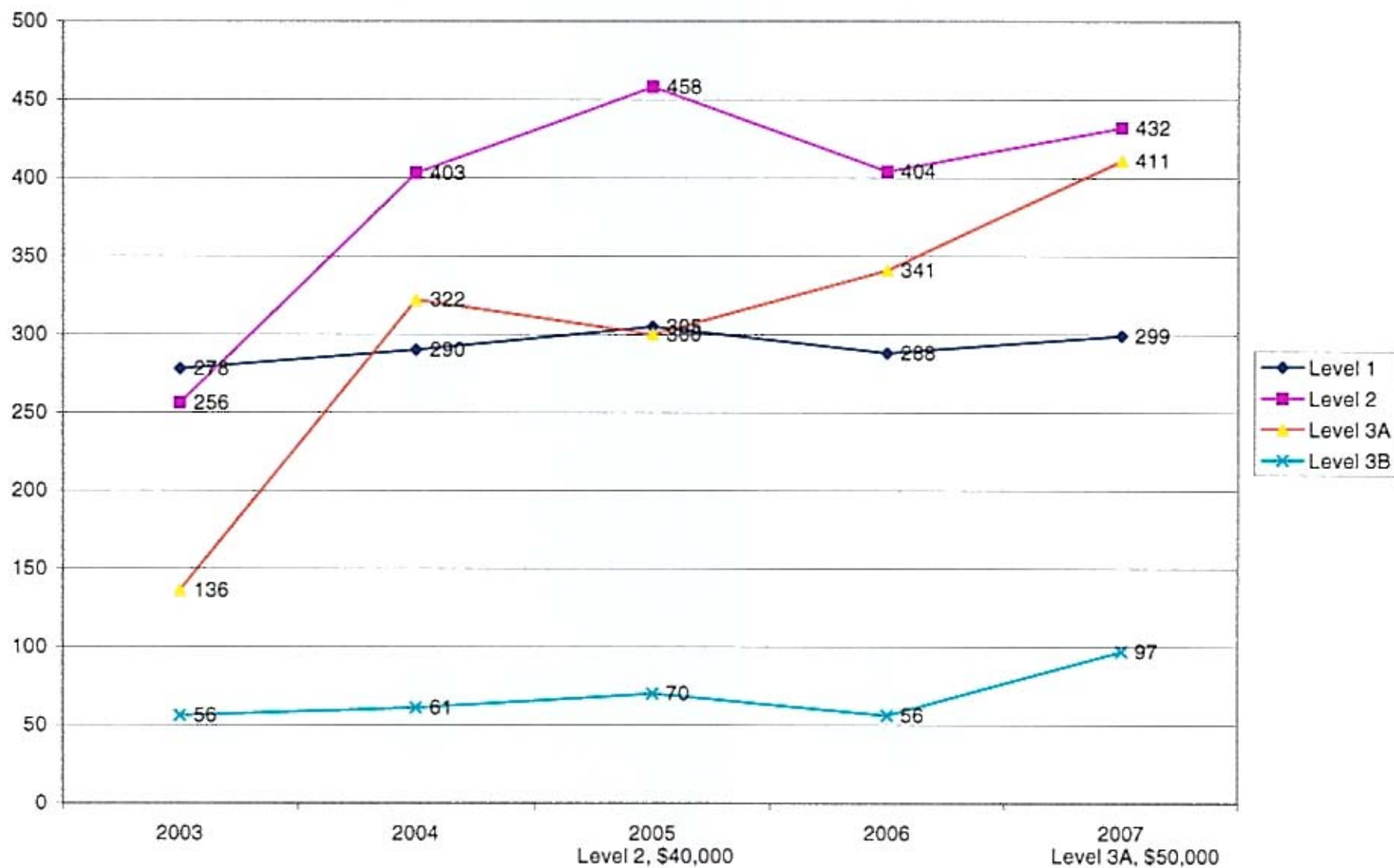
6 NMAC 4.2.2.3, Requirements Governing Persons Completing Their Educational Programs at Institutions Outside New Mexico - Repealed, 7-1-01

LICENSES ISSUED THROUGH RECIPROCITY, 2003-2007

License Type (Licensure Level)	2003	2004	2005	2006	2007	Total
100 (Administrative, K-12)						
3B	56	61	70	56	97	340
200 (Elementary, K-8)						
1	110	111	118	105	105	549
2	87	187	205	172	174	825
3A	43	131	120	119	158	571
250 (Early Childhood)						
1	13	20	20	20	28	101
2	12	15	18	22	19	86
3A	7	10	13	15	8	53
300 (Secondary, 7-12)						
1	69	86	98	74	71	398
2	78	88	106	99	105	476
3A	38	71	55	87	106	357
350 (Middle Level, 5-9)						
1	6	7	11	16	14	54
2	8	3	9	13	10	43
3A	4	4	6	9	9	32
400 (Special Education, K-12)						
1	31	29	20	25	34	139
2	20	51	56	39	46	212
3A	19	48	56	42	68	233
500 (Specialty Area, K-12)						
1	47	37	36	47	44	211
2	47	55	63	57	77	299
3A	22	58	46	65	59	250
800 (Secondary Vo-Tech, 7-12)						
1	2	0	2	1	3	8
2	4	4	1	2	1	12
3A	3	0	4	4	3	14
Total	726	1076	1133	1089	1239	5263

SOURCE: Public Education Department, compiled by LESC, May 2008

Licenses Issued Through Reciprocity



SOURCE: Public Education Department, compiled by LESC, May 2008

**SCHOOL DISTRICTS
CONTACTED BY LESC STAFF
REGARDING EXPERIENCES WITH TEACHERS WITH RECIPROCAL LICENSES**

April and May 2008

Artesia Public Schools
Carlsbad Municipal Schools
Central Consolidated Schools
Clayton Municipal Schools
Clovis Municipal Schools
Eunice Public Schools
Farmington Municipal Schools
Gallup-McKinley County Public Schools
Grants-Cibola County Schools
Hobbs Municipal Schools
Las Cruces Public Schools
Las Vegas City Public Schools
Mesa Vista Consolidated Schools
Portales Municipal Schools
Raton Public Schools
Roswell Independent Schools
Silver Consolidated Schools
Springer Municipal Schools
Taos Municipal Schools
Tatum Municipal Schools